

22 July 1985

MEMORANDUM FOR: Members of the Curriculum Committee

FROM:

[redacted]  
Analysis Training Branch

STAT

SUBJECT: OTE Curriculum Committee Meeting, 25 July 1985,  
Training for DI Intelligence Assistants

1. At the 25 July meeting, [redacted] Chairman, DI  
IA Advisory Panel, will describe the needs survey his panel  
conducted to determine training requirements for Intelligence  
Directorate assistants. Attached for your background are copies  
of the following:

STAT

- A. Memo from ADDI for D/OTE dated 14 Nov 1984 re  
Proposed Training Profile for DI Intelligence  
Assistants
- B. Memo from D/OTE for ADDI, dated 14 Dec 1984, re  
same subject
- C. Memo from Chairman, DI IA Advisory Panel, for  
Chief, OTE/Analysis Training Branch, dated 5 Feb  
1985, re Data on IAs to Support Development of  
Training

2. One of the OTE courses that [redacted] will address is  
the Analysis Support Course (ASC) offered by the Analysis  
Training Branch (ATB). For that reason, [redacted] C/ATB, and  
[redacted] ASC Course Director, will attend the meeting.  
Attachment D is the schedule for the August 1985 running of the  
ASC; Attachments E and F present an alternative to the ASC in  
the form of two six-day courses, one for new intelligence  
assistants and one for those with approximately three years  
experience.

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Attachments

ADMINISTRATIVE - INTERNAL USE ONLY

Form 163a  
8-66

A

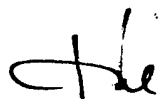
84-9269

14 November 1984

MEMORANDUM FOR: Director of Training and Education

FROM: Richard J. Kerr  
Associate Deputy Director for Intelligence

SUBJECT: Proposed Training Profile for DI Intelligence Assistants



1. This Directorate relies heavily on its approximately  Intelligence Assistants who play a vital role in the intelligence production process. Their role in the coming years will become more critical, and I want to ensure that we make maximum use of the talents and strengths these individuals bring to their positions. The DI lacks a structured career development training program for Intelligence Assistants. Although some DI offices provide formal guidance, most do not. The DI Intelligence Assistants Advisory Panel has looked into this and has come up with a recommendation to enhance IA training opportunities.

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2. Over the course of the last few months, the Advisory Panel has developed a training profile that the Directorate can use as a roadmap for IA career development. The Panel set as its goal the creation of a training profile similar in nature to that in existence for analysts and the one most recently created by OTE for secretaries and administrative support personnel.

3. The Panel has produced a profile that is comprehensive enough to cover the whole range of needs among IAs in the Directorate but flexible enough to be tailored to individuals and specific assignments. It is intended to be a guide to IAs and their managers in planning professional growth and career progression. We took into account OTE courses that already exist or are being developed and supplemented them with an idea for a new introductory course especially for IAs. We show a comprehensive list of desired training, but indicate the minimum program that all IAs in the Directorate should take.

4. The Panel's approach partitions IA training into three phases. Except for the courses specifically designed for new IAs, most of the courses listed could be taken in any of the three phases, depending upon individual circumstances. The three phases are not intended to be rigid barriers.

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- Phase I, the initiation of an IA career, is designed for the new EOD or a new IA who has transitioned from another career track. We propose the creation of a new Introductory IA Course for all new IAs (see attached description). The duration of this phase would depend upon previous job experience or training.
- Phase II, career development and progression, covers training during what most likely would be the core period of the typical IA carer. During this phase we would expect IAs to be focusing on personal growth and acquiring more advanced job skills.
- Phase III, provides advanced training for senior IAs, who are seeking to further hone their skills to improve performance in their present position. This phase would include the new course being developed by OTE--Intelligence Issues--similar in purpose to the Midcareer Course offered to analysts. For those IAs considering changing career tracks, the Career Development Course is recommended at this time.

5. With that as background, I ask that OTE now begin to work with our DI training personnel and members of the IA Panel to transform the proposal into a specific training program that opens now existing courses to IAs. In addition, the program would require the development of the new Introductory IA Course and the modification of some existing courses. Finally, we need to ensure that the courses for new DI analysts and managers include dedicated segments on working with/managing IAs. Our efforts to improve the effectiveness of our IAs will succeed only if all parts of the Directorate are pulling in the same direction.

6. We appreciate your support in this endeavor to enhance DI training opportunities. [redacted] Chairman of the Panel, is prepared to brief you in more detail and to meet with the appropriate people in your organization to get the ball rolling. Keith can be reached on [redacted]

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[redacted]  
Richard J. Kerr

Attachment:

Proposed IA Training Profile

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Training Profile for DDI Intelligence Assistants

PHASE I Introductory Training for New IAs		PHASE II Training for the more experienced IA focusing on career development and progression		PHASE III Advanced training for senior IAs
		MINIMUM TRAINING		
Introductory IA Course***	Basic ADP Courses* Fundamentals of VM SAFE Users Course AIM	Analysis Support Course*	Effective Oral Presentation*	Intelligence Issues**/***
Survey of Intelligence Collection Systems*		Leadership Styles & Behavior*	Reading Improvement*	
Agency Orientation & Office Procedures*		Essentials of Writing*	Employee Development*	
		OTHER SELECTED COURSES		
Survey of Intelligence Information Systems*	Foreign Language Familiari- zation*	More Advanced ADP* Data Base Management RAMIS NOMAD TELLAGRAPH	Time Management* Stress Management*	Advance ADP Courses* Programming PL/I Fortran
Reentering the Workforce**	FSI, College & OTE Courses (e.g Country Survey, statistics, etc, as required)	CIA Today & Tomorrow*	Language Training* Women in the Work Force*	Career Development*
Working in Washington for CIA**		Getting Your Ideas Across*	External Training Conferences TDYs Defence Industries Course*	External Training Conferences TDYs College Courses
		Management Skills for Secretaries & Admin- istrative Assistants**	FSI & College Courses*	

\* OTE Currently Offering

\*\* OTE Developing Course

\*\*\* New Course suggested by Panel

NOTE: This Profile is presented with the following assumptions.

1. Training should be the joint responsibility of the IA and first line supervisor. They should work together to create a profile most appropriate to satisfy the needs of the immediate assignment and to meet professional development and goals of the IA.
2. Two-three weeks of training per year is recommended.
3. The three phases are not intended to be rigid barriers. Some courses listed under Phase II, for example, might be required in Phase I for some IA assignments. For planning purposes the phases are generally conceived as follows:

--Phase I is designed for the new IA--a new EDD or an IA who has transitioned from another career track. All new IAs would be expected to take the Introductory IA Course within the first few months. Other courses would be determined by the IAs background, previous training, and immediate needs of the assignment.

--Phase II covers training beyond introductory courses. Here the emphasis is on developing more sophisticated skills as well as on personal and professional growth.

--Phase III would provide advanced training for senior IAs as well as training needed to increase an IA's competitiveness for a change in career track.

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Proposed Introductory IA Course

The Panel believes that there is a need for a one-week training course in which the new IA, within the first few months of employment, can learn the basic requirements for an IA career. The topics deemed appropriate and necessary for the new IA would include an introduction to the DI and its components, an introduction to the Intelligence Community, basic research skills, an overview of time and stress management, communication in organization--assertive versus aggressive communications skills--as well as oral and written communication skills, and administrative procedures. This course would not replace the two-week Analysis Support Course (ASC), but is intended to cover the more basic topics in greater detail. The ASC would then cover the more advanced areas for IAs further along in their careers.

Dissemination for Proposed Training Profile for DI Intelligence Assistants

Copy No. 1 - Addressee

2 - DI Training Officer

3 - Chairman, IA Advisory Panel

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OTE 84-6836

CHMENT

Form 163a  
8-66

B

MEMORANDUM FOR: Associate Deputy Director for Intelligence

VIA: Deputy Director for Administration

FROM: [REDACTED]  
Director of Training and Education

STAT

REFERENCE: Memo from ADDI for D/OTE, dated 14 Nov 1984  
Same SubjectSUBJECT: Proposed Training Profile for DI Intelligence  
Assistants

1. I received your memorandum dated 14 November 1984 requesting Office of Training and Education (OTE) support in providing training for Directorate of Intelligence (DI) Intelligence Assistants (IA). We are prepared to respond positively and are working with [REDACTED] Chairman/DI IA Advisory Panel, to begin implementation.

STAT

2. Additional information and support are needed in order to (1) effect changes in existing ATB courses which includes adding segments on working with and managing IAs, (2) develop a new Introductory IA Course, and (3) open now existing OTE courses to IAs. Needed will be better definition of the evolving role of IAs with specific emphasis on knowledge, skills and abilities required in the job. [REDACTED] believes the IA Advisory Panel can be of assistance in providing this data.

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3. We also believe that the assignment of a senior IA is needed to provide guidance and assist in the design and implementation of the proposed Introductory IA Course. This can be accomplished through a short rotational of a period of no more than six months duration.

4. I have designated [REDACTED] Chief/Analysis Training Branch, as cognizant officer charged with coordinating OTE's effort in this--translating your proposal into a coherent training program responsive to DI needs. Larry can be reached on [REDACTED] green.

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OTE/IT/ATB [REDACTED] (10 Dec 84)

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## DISTRIBUTION:

- Orig - Addressee
- 1 - DDA
- 1 - D/OTE
- 1 - OTE Registry
- 1 - ATB/IT

SECRET

5 February 1985

ACHMENT

Form  
8-66 163a  
25X1

MEMORANDUM FOR: Chief, Analysis Training Branch, OTE

FROM:  Chairman  
DI IA Advisory Panel

SUBJECT: Data on IAs To Support Development of Training

REFERENCE: D/OTE Memo to ADDI, 14 December 1984

*Lamy -*

1. Attached are the data requested by D/OTE in his 14 December response to the ADDI's request for support in developing training for DI Intelligence Assistants.

- Included are statements by each DI Office defining current and future IA roles in the intelligence production process and the skills required. These are all easily understood, and therefore I have not attempted to rephrase them into a single statement.
- I have included data also on the distribution of grades, employment status, time in grade and position, and educational levels of DI Intelligence Assistants. These charts are just recently produced and the panel is now beginning to determine the meaning of this data.
- Finally, I am forwarding data (based on a survey of 75 percent of our IAs) showing how many IAs have taken or wish to take the courses listed on our proposed training profile.

2. It is apparent from the collection of inputs from the DI offices, that the diversity of analytical functions results in a wide range of skills required of our IAs. To help illustrate this point, I created the following table:

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## SECRET

	ADP/ Data Base	Substantive Knowledge	IA Skills/Functions			Foreign Language	Graphic Support
			Writing	1st Phase Analysis	Research		
ACIS		X	X	X			X
CPAS					X		
EURA	X		X	X	X		X
NESA	X		X	X	X		
OCR	X	X	X	X	X	X	X
OEA	X	X	X	X			
OGI	X	X					
OSWR	X	X		X	X		
SOVA	X			X	X		X

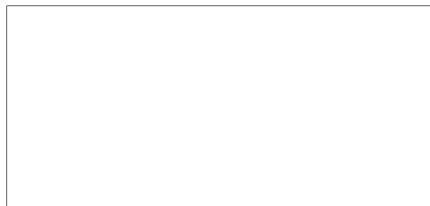
Please note that OIA is considering including IAs into the imagery analysis process--I have included a memo from DD/OIA. Also, C/ASG supports well-integrated training for IAs.

3. I believe we can draw the basic conclusion that IAs play an important role in the analytical process, and almost all the offices project that the IA contribution will grow both in terms of quantity and significance as automation expands in the support of analysis. Data base support is a major IA contribution followed closely by research and first phase (preliminary) analysis. This requires good ADP skills and increasingly solid substantive knowledge and writing skills.

4. We need to define further your requirement for the service of a senior IA to assist with the development of the proposed Introductory IA Course.

5. Please note that the attachments range in classification from Administrative - Internal Use Only to Secret.

Attachments  
a/s



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SUBJECT: Data on IAs To Support Development of Training

C/SFD/SOVA

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SECRET

84-3655

OTE 84-6836

14 December 1984

MEMORANDUM FOR: Associate Deputy Director for Intelligence

STAT

VIA: Deputy Director for Administration

FROM:

Director of Training and Education

STAT

REFERENCE: Memo from ADDI for D/OTE, dated 14 Nov 1984  
Same SubjectSUBJECT: Proposed Training Profile for DI Intelligence  
Assistants

1. I received your memorandum dated 14 November 1984 requesting Office of Training and Education (OTE) support in providing training for Directorate of Intelligence (DI) Intelligence Assistants (IA). We are prepared to respond positively and are working with [redacted] Chairman/DI IA Advisory Panel, to begin implementation.

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4. I have designated [redacted] Chief/Analysis Training Branch, as cognizant officer charged with coordinating OTE's effort in this--translating your proposal into a coherent training program responsive to DI needs. Larry can be reached on [redacted] green.

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ACIS - 028/85  
15 January 1985

MEMORANDUM FOR:

[REDACTED]  
Chairman, DI IA Advisory Panel

STAT

FROM:

[REDACTED]  
Deputy Chief, Arms Control Intelligence Staff

STAT

SUBJECT:

Present and Projected Role of Intelligence Assistants in the  
Arms Control Intelligence Staff

1. In response to Dick Kerr's 8 January memo, following are our thoughts on the present role of the two IAs assigned to ACIS, and on the ways in which their duties may change in the future. Paragraph 4 comments on the input which DI IAs can make to the design and implementation of the training program. (OUO)

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4. We applaud the idea of using a senior IA to assist in the design and implementation of the proposed course. Because of the diversity of IAs' duties within the DI, we suggest that the senior IA consult with a cross section of DI IAs having different backgrounds and levels of experience. (OUO)

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**Page Denied**

14 January 1985

NOTE FOR : Associate Deputy Director for Intelligence

FROM : C/EURA/ADMIN

SUBJECT : IA Data for OTE

REFERENCE: Note dtd. 8 Jan 1985

1. Role of IAs:

The Office of European Analysis has a relatively small number of IAs (5), two of whom have been hired within the past year. Most of our IAs perform normal support duties for analysts such as screening material, scanning periodicals, ordering reference materials, gathering and abstracting information, using graphics software, and writing some finished intelligence. Most also do a significant amount of computer-related work, particularly IAs in specialized branches such as economics and defense. Much on-the-job training has been provided, and the emphasis has been on hiring IAs with a basic knowledge of the subject supported and the ability and desire to acquire such additional skills and knowledge as the job requires.

2. Future Role of IAs:

It is anticipated that IAs will be increasingly important to the analytical process as the number of analysts grows and the quantity of information continues to proliferate. IAs primary functions will continue to be the collection and evaluation of intelligence in support of analysis; IAs will continue to contribute substantially to output with graphics, quantitative data manipulation, data base management, and writing support. Because of the widely differing needs among the various branches, OTE should be flexible in providing a variety of internal and external training opportunities. We envision our IAs as well-rounded professionals capable of making polished written and oral presentations, with some expertise in information management, and specialized knowledge such as language proficiency, data base design, programming etc. tailored to the specific job position.



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D/NESA 85-009  
15 January 1985

MEMORANDUM FOR:

FROM:

Executive Officer, NESA

SUBJECT:

Role of IAs in NESA

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1. Intelligence Assistants (IA) are a recent addition to NESA's T/O. Until the FY1985 personnel increases were approved, NESA only had one parttime IA. Now we have assigned one fulltime IA to each of our three divisions. Our IAs perform a variety of tasks related to the analytical process. They work closely with analysts in collecting data and developing data bases. Their work extends across the spectrum of disciplines--economic, political, and military. They should have a thorough understanding of division and Agency files (particularly the services available in OCR), and the ability to array and manipulate data and write effectively. In time we will expect the IAs to write occasional analytical articles. As the volume of information increases, one could expect an IA to screen mail for analysts and build and purge automated files. A good IA should have a wide range of abilities: an IA must be a good team player; must have strong organizational skills; must have the intellectual ability to perform some of the tasks now done by analysts; must have acceptable writing skills; and must be prepared to develop strong computer skills.

2. NESA expects IAs to play an important role in the years ahead. To be effective Intelligence Officers analysts will discover that certain aspects of their job must be delegated to IAs. Analysts should spend the majority of their time analyzing data and producing finished intelligence. IAs will take charge of files and pull together pertinent material for an analyst to use. Only with the help of IAs will analysts be able to perform more efficiently and effectively.

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22 January 1985

NOTE TO:

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FROM:

Director of Central Reference

SUBJECT: Role of IAs in OCR

Per your request, attached are the two paragraphs that describe the role of the IA in OCR's analytical and reference processes and the projected role of the IA in the future. If you have any questions or need more data, please contact  Chief of OCR's Information Services Group, on extension

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Attachment

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**ADMINISTRATIVE INTERNAL USE ONLY****Office of Central Reference Intelligence Assistants**

**Current Role:** Our IAs perform a variety of duties including screening of intelligence documents and selecting certain of them for file retention; answering requests for information (ranging from simple name traces to more complex queries, e.g., providing all data relating to political views of President X); performing research in support of intelligence production; writing unclassified biographic reports and biographic collection requirements; selecting information for and maintaining certain manual files, as well as automated data bases, e.g., Directory of Soviet Officials; preparing print ready copy for published directories; assisting in the production of classified wall charts, e.g., Politburo and Secretariat of the Chinese Communist Party; providing administrative support by coordinating and monitoring large requests, e.g., reports on key official in five countries; and training and briefing on files and procedures. The knowledge and skills needed for these duties include: good reading comprehension; research skills; foreign language familiarity; flexibility; writing ability; representational and good interpersonal skills; ability to work under short deadlines and balance competing priorities; familiarity with key personalities and organizations in countries for which responsible; initiative and resourcefulness; knowledge of computer systems for data entry and retrieval; and attention to detail.

**Future Role:** While the nature of IA duties in OCR will remain much the same, there will be an increase in writing and analytical tasks (e.g., writing unclassified bio reports, classified organizational form reports, requirements, summaries of information; more complex research in support of intelligence production; and more independent handling of complicated requests) and an increase in the handling and organization of data through computers, reflecting the expansion of SAFE and the implementation of other automated systems.

18 January 1985

**ADMINISTRATIVE INTERNAL USE ONLY**

S E C R E T

28 January 1985

MEMORANDUM FOR:

[redacted]  
Chairman, IA Advisory Panel

25X1

FROM:

[redacted]  
Executive Officer, OEA

25X1

SUBJECT:

Role of IAs in OEA

1. It is difficult to generalize the role of the present IAs employed in OEA because their abilities vary significantly. At the time of the DDI reorganization we inherited seven IAs from previous NFAC offices. Over the last three years our goal has been to make these individuals useful where possible and to determine how we would like to utilize their successors. We have been marginally successful in both areas. All of our present, productive IAs utilize computers to some extent, therefore, we would place familiarity with computer systems high on our list of required skills. Those IAs that are meaningfully employed in our divisions also read a significant amount of traffic and file it in a method that increases its utility, normally in a computer database. To do this effectively, the IA needs to be generally familiar with the substantive areas of interest to the branch and be familiar with the most convenient way of sorting the pertinent intelligence that is being received. The most productive IAs in our organization go one step further and digest this information for presentation in a format that is useful for general background use to the analysts assigned to the branch and to outside consumers.

2. As we look to the future of OEA, we envision a fairly sizeable cadre of IAs involved in all of our substantive branches. These people would not be performing complicated analytic tasks nor would they be designing elaborate databases. But they would be reviewing intelligence received in selected substantive areas and processing it into a form that would make it more generally useful. This could involve direct input to military order-of-battle databases that would then be used by the military analysts. It could also mean the collection and cataloging of economic data within certain sectors of a country's economy and using this data to prepare regular reports of a relatively routine nature. Changes in a country's political environment and the personalities involved could also be a task followed on a regular basis by an IA, and reports could be

[redacted] 25X1

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produced for it. In short, we see the IA of the future being the eyes and ears of the analyst in certain prescribed areas with the product being not only a file of data or a database, but a regular written report that does not require deep analytic ability but does require clear thinking and attention to detail.

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cc:

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S E C R E T

17 January 1985

MEMORANDUM FOR: Chief, Strategic Forces Division, SOVA

FROM:



Executive Officer, OGI

STAT

SUBJECT:

IAs in OGI

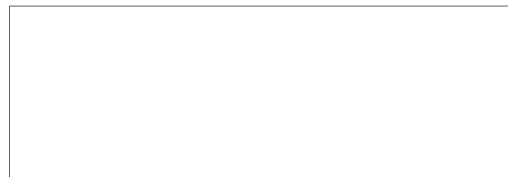
REFERENCE:

Memo from ADDI to DI Office Directors  
dated 8 January 1985

*Kieth*

1. IAs in OGI primarily assist analysts with the maintenance and exploitation of large databases. This means they need to have an aptitude for a facility with data processing, and some basic understanding of the substantive issues which the data informs.

2. The role of IAs in the future will grow significantly. For example, OGI has requested 5 IA positions in 1987. Our objective is to insure that each branch has at least one IA to support the development and use of large and shared databases. We will seek an IA for our Energy Markets Branch to support the estimation of energy supply/demand balances and to maintain some 10 branch databases. Similarly, we are asking for IAs in the Political Instability Branch and the Nuclear Proliferation Branch to relieve analysts of database support activities. We are asking for 2 IAs to support data input to and statistical extraction from our Merchant Shipping Data Base (CARGO) which will be used to provide continuous and timely analysis of arms shipments throughout the world.



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ADMINISTRATIVE - INTERNAL USE ONLY

16:59:37 Monday, January 14, 1985

NOTE TO:   
FROM:  
SUBJECT: IA Data for OTE

STAT

The following is in response to Dick Kerr's memo dated 8 January 1985:

The role of OSWR IAs:

Intelligence Assistants (IAs) in the Office of Scientific and Weapons Research serve in a variety of ways. Many of the positions are involved in the processing of telemetry data, using automated data bases (both inputting and searching) and in running routine computer programs. In other areas the IA performs all-source searches for data from computer data bases and from open literature sources. The IA reviews bibliographies, periodicals, scientific journals, trade magazines and other open source documents. From these the IA selects items of interest to the analysts and, when appropriate, arranges to have documents translated. In order to carry out these duties, it is necessary for the IA to have a thorough knowledge of the mission and function of the Office, understand the needs of the analysts and have a working knowledge of the technical fields in the areas where he/she is assigned. The IA must also know what data bases exist, how to access them, where other sources of information within the Intelligence Community exist and how to make use of these sources. The IA must have a willingness to do routine duties and at the same time be able to display initiative and imagination in locating, assembling and presenting data for use by the analysts.

Role of the IAs in the future:

We expect that in the future IAs will perform much as they do at present. The Office now has several years of experience with IAs and we believe they are being used effectively across the Office. Our principal goal is to permit them to acquire skills and experience more quickly and to perform more and more of the routine analytical tasks now performed by junior analysts. In this regard, we expect that, in general, our IAs will be interested in moving into the analytical ranks. This will require both extensive experience as IAs and participation in internal and external training. We intend to encourage the IAs to pursue a college education as well as to take advantage of the many Agency courses. Becoming an IA should be considered an opportunity to accept new and challenging work. IAs perform and will continue to perform a valuable function in OSWR. The IA positions open doors for capable

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Page 2.

SUBJECT: IA Data for ~~GTE~~

people who have not had the advantage of a college education.

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Page 2.

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#### Current role of SOVA IAs

All of SOVA's IAs are heavily involved with ADP related activities and must have a good understanding of the Agency's VM system. Because our IAs generally handle much of our information, they are also required to know well those elements of Soviet military, political and economic activities assigned to their branches. Many of our IAs use the computer as a tool to store and retrieve both quantitative and non-quantitative information. Only a few will employ more traditional methods of research into collections of documentary sources. These research assistants need to know how to locate and use the numerous collections of source materials currently available and have abstracting and writing skills. Most of our IAs deal with quantitative information and are required to be expert on their own data base or analysis package as well as some standard data manipulation and analytical routines. They are also required to understand the essentials of data display, either tabular or graphic, and be able to use a variety of computer-based packages to support briefings and publications. They must be able to array the information in ways that are analytically correct, meaningful and appropriate to the medium of presentation. In many ways, we are looking more and more to our IAs to perform preliminary analysis of our data. A few of our IA's go beyond the use of computer-based applications and are involved in developing data bases and analytical programs. These individuals need to know how to build a computer program or data base using the appropriate language. Their task is to translate a substantive problem into a precise and technical methodological

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PAGE 2

statement that can be implemented in a computer program.

#### Projected role for SOVA IAs

We expect that SOVA IAs will become more important to the analytical process as we move into the automated office environment. The mass of data expected over the next several years will drive us to lean even more on our IAs and their use of complex computer tools to screen and present incoming data in a form ready for analysis. Thus, our IAs will become even more involved in those important preliminary steps of the analytical process. They will also become more involved in building computer-based applications that respond to day-to-day demands for tools to support the production of finished intelligence. The IA is now a key player in the analytical process. This role will become critical in the future.



Administrative-Internal Use Only

OIA-003/85  
10 January 1985

STAT

MEMORANDUM FOR:   
Chairman, DI IA Advisory Panel

FROM: Deputy Director, Imagery Analysis

SUBJECT: IA Data for OTE

*Keith -*

1. OIA currently has only one GS-06 part-time (32 hours per week) intelligence assistant (IA) who is assigned on an experimental basis to our Warsaw Pact Branch. There is a growing perception among OIA managers, however, that the office should move more aggressively to employ IAs in meeting the expanding and more complex analytic support and data management demands it faces. Consequently, we remain anxious to take advantage of your willingness to come down to OIA later this month to brief OIA managers on the results of your Panel's survey of how IA's are being utilized in the Directorate, and to get your views on what factors OIA should take into account in considering wider use of IAs. Please give me a call when a good time suggests itself on your calendar and we'll finalize arrangements for your visit.

2. In order to give you some feel for how OIA thinking is evolving in terms of the use of IAs as against secretaries, attached is an outline of responsibilities for each as conceived by one of our research branches. I hope this will be of some value. Our current very tentative plan is, over the remaining years of this decade, to assign about one-to-two IAs to each of our five divisions. They would be division assets and would service the requirements of the three branches in each division.

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Attachment:  
a/s

Distribution:  
Original - Addressee (w/att)  
2 - DI/OIA/ODIR (w/att)

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DI/OIA,  (10 Jan 85)

Administrative-Internal Use Only

Africa-Latin America Branch  
Third World Forces Division

Branch Secretary

1. Type Branch reports and Correspondence - 40%
2. Sort mail and film - 30%\*
3. File maintenance - 10%
4. Branch receptionist - 5%
5. Administrative duties - 10%
6. Fill in for Division Secretary - 5%

Intelligence Assistant

1. Analytic Support - 50%
  - file searches
  - formulate ad hoc collection requests
  - do source verification studies and handle some requests for basic analysis, under guidance of senior analyst
2. Photo Support - 20%
  - order photographs
  - annotate prints
  - work with graphics shop to make briefing boards
3. Build and manipulate computer data bases - 30%

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\*When SAFE becomes fully operational within the branch this function will reduce to about 15%--the additional 15% will be split between a projected increased typing load (10%) and more administrative duties (5%).

ADMINISTRATIVE - INTERNAL USE ONLY

9:16 AM Tuesday, January 15, 1985

STAT

NOTE TO:   
FROM:  
SUBJECT: IA Data for OTE

Per the ADDI's memorandum of 8 January:

1. ASG does not have any IAs, nor does the IQ career service as a whole. We do not anticipate having any IAs in the future.
2. We need to make certain that any future training for IAs includes a large, well-integrated block of instruction on ADP tools. Given the pace of automation in the DI, we would not be serving the IAs well if we did not provide them with a good working knowledge of existing and planned ADP systems.

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## ADMINISTRATIVE-INTERNAL USE ONLY

## DDI Intelligence Assistants Training Review\*

STAT

<u>Course Title</u>	<u>Have Taken</u>	<u>Plan to Take</u>
Introductory IA Course		
Survey of Intelligence Collection Systems		
Agency Orientation & Office Procedures		
Basic ADP Courses		
Fundamentals of VM		
SAFE Users Course		
AIM		
Analysis Support Course		
Leadership Styles & Behavior		
Essentials of Writing		
Effective Oral Presentation		
Reading Improvement		
Employee Development		
Intelligence Issues		
<u>OTHER SELECTED COURSES</u>		
Survey of Intelligence Information Systems		
Reentering the Workforce		
Working in Washington for CIA		
Foreign Language Familiarization		
CIA Today & Tomorrow		
Getting Your Ideas Across		

\* Totals were arrived from survey response of courses contained in the DDI IA Training Profile. The figures reflect approximately 75% of the IA community.

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Management Skills for Secretaries & Admin Asst.

Time Management

Stress Management

Language Training

Women in the Workforce

Career Development

Advanced ADP (DB Management/Programming)

RAMIS

NOMAD

TELLAGRAF

PL/I

FORTRAN

External Training (including:

FSI, College, OTE (Country

Survey, Defense Industries

Course, etc) TDYs, Conferences,  
etc)

other data  
list of assignments

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OFFICE OF TRAINING AND EDUCATION

INTELLIGENCE TRAINING DIVISION

ANALYSIS TRAINING BRANCH

ANALYSIS SUPPORT COURSE

1, 5 - 16 August

906 Chamber of Commerce

Extension 2241

Course Directors

Training Assistant

ACHMENT

Form 163a  
8-66

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COURSE OBJECTIVES:

Upon completion of the Analysis Support Course, students will be able to improve and broaden their support of the analytical process. In particular, they will be able to:

- understand the intelligence process in terms of organizations, process, and product;
- make effective use of Agency research resources;
- prepare collection requirements tasking the appropriate individual systems;
- utilize more fully the computer resources of the Directorate and Agency in such areas as word processing, file building, and data manipulation;
- extract critical information from and prepare summaries of intelligence documents;
- conceptualize, outline, and write an intelligence piece citing evidence that logically supports the conclusions;
- give a clear, organized, informative briefing;
- communicate effectively and deal in a positive, confident manner with subordinates, peers, supervisors, and professionals at all levels; and
- organize their daily work schedule so as to make the most productive use of time.

PRECOURSE

Chamber of Commerce Building: Room 906

Thursday, 1 August 1985

0830-0915 Administration

0915-1045 Intelligence Analysis

Chief, Asia  
Branch, OCR

[ ] presentation will focus on the key components of the intellectual process known as analysis. She will dissect the analytic process and address some of the typical challenges faced by both the analyst and the intelligence assistant.

1100-1200 The Myers-Briggs Type Indicator

This test instrument will be used to provide students with information about themselves, in particular how they interact with others and process data to make decisions. The confidential results will be given to you individually the first day of the course.

1200-1300 Lunch

1300-1345 Intelligence Information Survey

This survey helps the instructors assess your knowledge of intelligence organizations, the intelligence process, and intelligence products. The purpose is not to grade you, but to provide insights as to the breadth of knowledge of the students. Whenever possible, the content of course segments will be modified to address gaps detected through the survey.

1400-1500 Principles of Effective Briefing

Students will be introduced to the basic considerations that the DI looks for in any professional briefing. These include: (1) knowledge of audience; (2) organizational structure of briefing; (3) marshalling of supporting data; and (4) design of visual aids when necessary. This segment is a preliminary to student class experience in drafting, presenting and critiquing their own briefings.

Monday, 5 August 1985

Out-of-Town

STAT

0845-1015

Student and Staff Introductions  
and Listening

The effectiveness of your listening habits impacts on the quality of your performance and your career development. After a brief introduction of techniques for improving your listening skills, you will practice those techniques by interviewing and then introducing one another.

1030-1100

Security Briefing, Course  
Overview, and AdministrationStaff

STAT

1110-1140

The IA and the Analytical Model

STAT

Building on  remarks at the precourse meeting, the instructor will present an outline of an analytical model and the class will discuss the role of the IA in that model.

1145-1245

Lunch

STAT

1245-1345

Intelligence: Organization,  
Process & Products

Based on the results of the precourse intelligence information survey, the class will discuss the principal organizations involved in intelligence activities, the nature of the intelligence process, and the diversity of intelligence products. The analyst/intelligence assistant connection in each of these areas will also be discussed.

STAT

1400-1530

Myers-Briggs Feedback Session

This will be feedback on the precourse indicator. Each student will receive her own profile; only the class profile will be displayed in an open session. This will give each student the opportunity to make individual comparisons with the class profile. The interpreted results will also help each student become aware of her analytical style for reference throughout the course.

STAT

1545-1630

Differentiating Between Collection,  
Research, and Analysis

This segment will set the stage for later sessions on researching, collection, and analysis through class discussion of the differences between the three and by dissecting a recent DI Intelligence Assessment.

1630-1830

Dinner

1830-2000

Student BriefingsStaff

This is the first of four evening sessions for student briefings. The students and staff will provide feedback on delivery style, substantive content, and clarity of the message.

Tuesday, 6 August 1985

STAT

0830-1015      Researching

Knowing where to find information is critical to the analytical process. After providing a general background on the Agency's reference resources, this segment will draw on the knowledge of the class members in a data sharing activity.

STAT

1030-1200      Collection Systems and the Tasking Process

A responsive intelligence collection system is a key to effective analysis. We will have a classroom exercise. Students will examine the role of the intelligence analyst in initiating collection requirements and discuss the process--formal and informal--for submitting collection requirements.

STAT

1200-1300      Lunch  
1300-1515      Source Familiarization and Evaluation

The instructor will review intelligence sources used by DI analysts and discuss classification/controls and the analytical approach used to evaluate intelligence sources.

STAT

1515-1645      Gisting and Summarizing

The instructor will guide the class through several exercises designed to develop the fundamental skills of extracting critical information from intelligence documents and of preparing concise summaries.

1645-1700      Student Evaluations of Monday's and Tuesday's Work

1645-1830      Dinner

1830-2000      Student Briefings                      Staff

Wednesday, 7 August 1985

0830-0850            Discussion of Monday's Work            Staff

0900-1100            Logic and Evidence

The instructor will review what it means to be logical in the DI analytical context and discuss the use of evidence. The principles discussed will be illustrated with a class exercise.

1115-1215            Identifying Policy Issues

The role of the DI is to provide policymakers with timely and relevant analyses of the issues before them. In this segment we will discuss how you can become aware of the policy interests of the US Government and how to gear your work toward supporting US policy concerns.

1215-1315            Lunch

1315-1400            Identifying Policy Issues (Cont.)

1410-1520            DI Writing Course: Introduction  
(Session 1)

This is the first session of an intelligence writing course developed for the DI. The writing course includes video-tapes and student exercises, which we will supplement with additional writing exercises and lectures. Samples of DI publications will also be examined.

1530-1600            DI Writing Course: Writing  
Current Intelligence (Session 5)

1600-1615            Student Evaluations of the Day's Work

1615-1830            Dinner

1830-2000            Student Briefings            Staff

Thursday, 8 August 1985

	0800-0830	<u>Discussion of Wednesday's Work</u>	<u>Staff</u>
STAT	0830-1215	<u>Analytical Writing Exercise I: NID Note</u>	<div style="border: 1px solid black; width: 180px; height: 30px;"></div>
	1215-1315	<u>Lunch</u>	
STAT	1315-1515	<u>Image Building and Effective Communications</u>	<div style="border: 1px solid black; width: 150px; height: 35px;"></div>
<p>In this segment we will explore the impact of stereotypes and expectations on others' perceptions of us and our reactions to them. We will also consider verbal and nonverbal communications and how our communications convey subconscious messages along with overt information.</p>			
STAT	1530-1630	<u>How to Elicit and Give Useful Information</u>	<div style="border: 1px solid black; width: 180px; height: 110px;"></div>
	1645-1830	<u>Dinner</u>	
	1830-2000	<u>Student Briefings</u>	

Friday, 9 August 1985

STAT

0830-1100      DI Writing Course: Fighting Fog  
(Session 2)



DI Writing Course: Writing With  
Precision (Session 3)

After viewing the tapes and doing some warm-up exercises, the students will apply the lessons to their gisting and NID drafts.

STAT

1115-1200      Staff Feedback on Gisting and NID  
Writing Exercise



1200-1300      Lunch

1300-1330      Student Evaluations of Thursday's  
and Friday's Work

1330-1400      End of Week Wrap-Up

Monday, 12 August 1985

Room 906, Chamber of Commerce Building

0830-1130

Analytical Writing Exercise II:  
A VIP Biographic Briefing Book  
Report



1130-1230

Lunch

1230-1400

Computer Usage in the DI

1415-1615

Problem Restatement and  
Creativity

TBA



In order to generate the best possible product, it is essential to consider ways in which individuals and groups can produce imaginative and expansive analysis, even under tight time constraints. Our aim is to familiarize you with creative techniques relevant to the DI and then to give you practice in applying them to an intelligence problem.

1615-1630

Student Evaluations



Tuesday, 13 August 1985

0830-1045      A Structuring Method: Ken's  
Kolumn's, Mike's Matrix, etc.

Structuring techniques enable the user to visually display the elements of a problem and their interrelationships or to graphically display incoming data related to various intelligence indicators and to record the changes in the indicators over time.

1100-1215      Time Management  
1215-1315      Lunch  
1315-1400      Writing Exercise II - Self-Editing  
1410-1500      Staff Feedback on Writing  
Exercise II  
1515-1615      DI Writing Course: Structuring  
Longer Papers (Session 4)

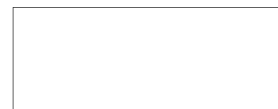
This segment will include a discussion of outlining techniques.

1615-1630      Student Evaluations

Wednesday, 14 August 1985

STAT

0830-1015      Writing Exercise III: Staff  
                  Note - Outlining



1030-1130      Utilizing Group Resources      Staff

Many intelligence problems lend themselves to the group problem solving approach. we will conduct a class exercise and discuss the interrelationships that develop among people working in a group and the behavior of group members that can inhibit or enhance the group's work toward achieving a stated objective.

1130-1230      Lunch

1230-1330      Utilizing Group Resources (Cont.)      Staff

STAT

1340-1500      Writing Exercise IIR (Cont.):  
                  Staff Note - Group Discussions



1500-1630      Writing Exercise III (Cont.):  
                  Staff Note - Individual Preparation  
                  of Lead Paragraphs

Thursday, 15 August 1985

Room 1E78, Headquarters

STAT

0800-0830 DI Writing Course: Some Tricks  
of the Trade (Session 6)

Room 1E78 Hqs.

STAT

0830-0930 Photos, Videos, and FilmsDeputy Chief,  
Graphics Services  
Branch, OCR

The speaker will describe the graphics support available in OCR and NPIC Ground Photography Support Branch.

STAT

0945- 1200 Tour CPASCPAS

The class will tour the CPAS publication, design, and cartographic facilities. The CPAS staff will provide information on CPAS publication support capabilities and offer some guidance on how to interact with CPAS most effectively.

1200-1300 Lunch1300-1400 Meeting with the ADDIRichard Kerr, ADDI  
Room 7E32,  
Hqs.

STAT

1415-1530 Meeting With Chairman DI-IA PanelPanel Chairman  
Room 1E4816, Hqs.1530-1630 DI Personnel PoliciesRep. of the  
DI Personnel  
TBA  
Room 1E4816, Hqs.

Friday, 16 August 1985

Room 906, Chamber of Commerce Building

STAT

0830-0945      Staff Feedback on Writing  
Exercise III1000-1130      Panel of Former IA'sTBA1130-1300      Eat-In-Lunch

STAT

1300-1400      Goalsetting1400-1500      Final Evaluations and  
Administrative DetailsStaff

## INTRODUCTION TO ANALYSIS SUPPORT

### List of possible course segments

#### Task-oriented

Mission of the DI & DI Offices  
Typical day of a DI analyst  
How to identify policy issues  
Researching skills  
Source familiarization  
Source evaluation  
Collection\*  
Logic in the DI (fact and inference)  
Security guidance (probably part  
of source familiarization plus  
some identification of handbooks,  
who to call, etc.)  
Intro to DI computer systems  
The DI production process--  
tours of CPAS, P&PD,\*and  
intro to graphics support

#### Personal development-oriented

Self-knowledge via Myers-Briggs  
Type Indicator  
Managerial expectations--Image  
building  
Getting useful feedback on our  
performance  
DI personnel practices  
Intro to the DI Panel on IAs  
Training opportunities  
Time management  
Listening skills  
Working in CIA/ethics \*  
Group behavior-maximizing the  
performance of a group \*

\*Ranked lowest on my tentative schedule, therefore most apt to be  
dropped. Collection and Group behavior also listed for Analysis  
Support Course.

ATTACHMENT

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## ANALYSIS SUPPORT COURSE

### List of possible course segments

Group behavior (intra-group)--maximizing the performance of the group\*

Inter-group behavior

Briefing techniques--give 10 minute briefings

Writing-- gisting, NID items, staff note item, development of key judgements  
use DI writing course as the basis of the dev. of self-edting skills

Expressing conditional probabilities and degree of certainty

Conceptualizing or building a model of your area of responsibility or problem

Creativity or brainstorming

Techniques for following indicators or plotting incoming data

Computer usage in the DI

Career development-personnel-panel of former IAs

Logic\*

Intelligence Issues\*

Collection\*

\* Also appears on Intro to Analysis Support list

ACHMENT

Form 163a  
8-66

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July 12, 1985

John,

STAT

Some comments about  writing course. The overall design seems just right. The larger concepts are introduced first; the specific skills--sentence structure, semantic grammar--considered last. This, of course, is the way we think and write: larger concepts first, details after. This is just the opposite of the way we "sequence" skills when we design most courses--something to consider in an Agency sequencing model, I would think.

I am still troubled by the concept of "supervisor evaluation." I have no opinion that I am willing to commit to paper. I'm willing to watch and learn from the discussion that is bound to follow.

STAT



C.C. Agenda Items

STAT  Professional Development Branch

Advanced Intelligence  
Seminar

STAT  MATD

Looking Glass Briefing Report

STAT  Results of Evaluation of  
GIMS Course

STAT ?  Central Regs.

OTE Catalog

STAT

*Eval of the Training Program for Secretaries / Admin  
Pers.*